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ABSTRACT

Peace Corps volunteers are perceived as role models, technical specialists, teachers, counselors, heroes, and friends. This idea book shares specific ideas and frameworks for transferring the potential for positive guidance into classrooms and communities around the world. It concentrates on activities and strategies that increase girls' access to, and participation in quality in-school education. It offers suggestions from volunteers and staff that may be incorporated in class projects. The book consists of ten sections: (1) "Introduction"; (2) "Why Focus on Girls Education?"; (3) "Things To Consider"; (4) "A Holistic Approach to Girls' Education"; (5) "Creating a Girl-Friendly Learning Environment"; (6) "Classroom and Curriculum-Related Activities"; (7) "Co-Curricular Activities"; (8) "Awards and Incentives"; (9) "Scholarships"; and (10) "Resources" (materials available through Peace Corps information collection, as well as relevant Web sites). Appendices include: (1) "Model Lesson--Math Gender Differences in Daily Life"; (2) "Niger: Regional Girls' Education Festivals"; (3) "School Development Workshop: 'Encouraging Excellence' Sample Agenda"; and (4) "Improving Educational Opportunities for Girls." (BT)

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Peace Corps

In the Classroom:

Empowering Girls

Idea Book

M0083

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There is a special form at the end of this booklet for submitting your activities for future Idea Books.

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IN THE CLASSROOM: EMPOWERING GIRLS

Peace Corps

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The Idea Book Series

This Idea Book is one of a series of booklets produced to share specific activities you may be interested in replicating. Other titles in the series are listed below and new ones are being produced continuously. Most of these ideas come from the work of Volunteers. Most of them were submitted just as they are printed — there is no additional information. Others were parts of larger reports. Where there are additional reference materials for an idea, notations tell you how to obtain them. There is also a reference section at the end of the booklet. Please contact the appropriate person/group to follow up on the ideas.

You are encouraged to submit your successful activities to this series. You will find a form on the final page of this booklet with instructions.

Titles in the Idea Book Series:

Beyond the Classroom: Empowering Girls M0080

HIV/AIDS: Integrating Prevention and Care Into Your Sector M0081

In the Classroom: Empowering Girls M0083

Disaster Preparedness:
Integrating Disaster Prevention into Your Sector M0084

Potential Titles in the Idea Book Series:

Information and Communication Technologies:
Integrating Digital Tools into Your Sector

SPA Grants: Small Project Assistance Program
Supporting Community Development

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Acknowledgements

Numerous field and headquarters staff worked to complete the publication of ***In the Classroom: Empowering Girls***. The Peace Corps appreciates the contributions of articles, ideas and photographs by Volunteers, counterparts and staff throughout the world; and the efforts of all those who participated in this process.

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Introduction

The close relationships Peace Corps Volunteers develop with their communities and schools place them in a unique position to influence the behaviors and attitudes of the young women and men with whom they work. The first Idea Book in this series, ***Beyond the Classroom: Empowering Girls***, was designed to give Volunteers examples and ideas for out-of-school activities like camps, clubs, workshops and other events that encourage goal setting, increase self-esteem, and build girls' confidence so that they are able to actively participate in decision-making processes that affect their lives.

This Idea book concentrates on activities and strategies that increase girls' access to and participation in quality **in-school** education. Volunteers are perceived as role models, technical specialists, teachers, counselors, heroes and friends. This book shares specific ideas and frameworks for transferring that potential for positive guidance into classrooms and communities around the world.

Whether you are a teacher working daily in the classroom, or a Health, Business, or Environment Volunteer working with students, you will find useful tips in this book from other Volunteers and staff that may be incorporated in class projects in a variety of ways.

Empowering Girls

- **Design a curriculum or lesson plan that encourages girls' participation in the classroom.**
- **Set up a scholarship program in collaboration with a local NGO.**
- **Create a girl-friendly school environment.**
- **Mobilize family and community support for girls' education.**

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Why Focus on Girls' Education?

For over 50 years, world governments have affirmed a commitment to the principle of Education for All (EFA). On UNICEF's website is a declaration from the Dakar World Forum on Education that states,

> *"...education is a fundamental right of every person; a key to other human rights; the heart of all development and the essential prerequisite for equality and lasting peace."*

Unfortunately, more than 130 million children in developing countries who should be attending primary school, are not. Two-thirds of these children are girls.

Peace Corps Volunteers working in any sector can have tremendous influence in the lives of young girls and boys in their communities, many of whom are counted among the millions of children without access to basic education. The Peace Corps has a special initiative to support girls' education, in part because fewer girls than boys are able to attend school, but also because it is a fact that girls' education is the variable most highly correlated with improvements in a society's general well-being. Through primary school, for every additional year of education a girl receives, the rate of infant and child mortality decreases, while the family health and economic security increases.

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Things to Consider as You Read

Despite the documented need to improve educational opportunities for girls, as you read this Idea Book, you will need to think of the appropriateness of the activities that follow. The choices you make will be based on considerations related to your specific situation.

1. What are my community's priorities? Does the idea correspond with what community members want to do, or is it something that just I want to do?

2. How does this idea fit with other activities being done in my project? How does this idea complement other activities the school and/or the community is doing?

3. How does it fit with what the Peace Corps is doing in this country? Is it in line with other project activities?

4. How do these ideas complement other project-related activities? How do they complement activities in the school and community?

5. How do these activities contribute to capacity building at the following levels:
   - **Individual** (students, parents, ...)
   - **Professional** (teachers, administrators, village leaders, ...)
   - **Organizational** (school, PTA, ...)
   - **Community** (Girls Education Committee, women's groups, religious leaders, ...)

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6 Have I taken into account school and community members' available time to participate in these activities? Have I included decision-makers as well as participants in the planning process?

7 What steps can I take to ensure that the activities and ideas are sustainable?

What about Boys?

Poverty has an impact on access to education for both girls and boys. Peace Corps activities and initiatives targeted to girls are not designed to discriminate against boys, but rather to level the playing field and provide often rare opportunities for girls.

Most posts engage in education activities that include both boys and girls, while ensuring that girls have an equal chance to participate and succeed.

Studies have shown that girls' education interventions have a positive impact on boys as well as girls, that "girl-friendly" school environments are "child-friendly," and in some instances **boys actually benefit more than girls from these interventions.**

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Parents, community leaders and both local and national organizations can be instrumental in providing support and encouragement to girls and advocating for girls' access to education. When seeking resources or support, always consider:

- Parents and PTAs
- Malams, Marabouts, Priests and other religious leaders
- Women's associations
- Older students as tutors or mentors
- Mayors or Chieftains
- Professional women
- Ministry or government officials
- Other teachers, school staff

See appendix four on page 69 for a more thorough listing of potential groups who can help improve access to and quality of girls' education at the local, regional and national levels.

Real changes occur when girls are allowed to learn, and all people have equal access to at least a basic education.

Quote from World Bank website "Education Issues"

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A View from Samoa

Samoa has a population of about 170,000 people, with slightly more males then females. Fifty percent of the population is younger than 18 years of age. Education is compulsory up to eight years of age. Throughout formal schooling up to age 13 the participation rates are about equal between males and females. Participation rates begin to diverge greatly in vocational and tertiary education where proportionately more males than females are enrolled.

There are several reasons for this change in academic participation, including:

- pressure on girls to find jobs and produce income for families
- women marry at a younger age than men
- young women are not encouraged to continue school
- young women who become pregnant and give birth drop out of school to care for their child and rarely return

These issues are highlighted in the national youth policy Peace Corps Volunteers and staff have been involved with over the past year. In response to these issues, Peace Corps Samoa has participated in a team of youth organizations working with youth to formulate policies that address the needs of young people. Education and gender equity are two of the eight areas of focus for the national youth policy.

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A Holistic Approach to Girls' Education:

Cumulative Effect of Small Activities

Empowerment of girls is rarely the result of a one-time intervention to build confidence and leadership skills. Volunteers in school settings have the opportunity to empower girls through the cumulative effect of small activities. This attention to girls' education is in many ways similar to education on formal topics such as mathematics or reading. Many small lessons and practices result in achievement of the goal.

The following example illustrates how Volunteers have seen girls grow in self-esteem as the result of activities that provide concrete as well as emotional support to girls' education.

Girls' Education is an Overarching Theme in Tanzania

One married couple of Volunteers teaches physics and chemistry at Mbekenyera Secondary School in the Lindi District of Tanzania. One is the only female teacher in the school and she has been involved in girls' education activities.

In the classroom, she has a very engaging style. She encourages and supports all of her students to actively participate. (See section on Creating a Girl Friendly Environment for ideas.) Everyone in the class has opportunities to succeed and this success is reinforced with positive comments. Her students recognize the progress they are making in chemistry.

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Outside of the classroom she has been involved in a number of activities that involve girls. Through a Small Projects Assistance (SPA) grant, she helped to manage the renovation of an old classroom into a girls' hostel. Female students now have a safe and healthy environment in which to live and work. In order to assist in the payment of school fees, a group of girls has formed a baking club. Each evening they bake cakes to sell to students and teachers during the next day's break. In addition to raising money, they are also learning basic business management skills.

The bulletin board outside the staff room is the place where articles on gender issues are placed and read by all of the students. Often these articles are the focus of the morning debate. The male Volunteer of this couple has been very active in encouraging girls to assume leadership roles in the collection and analysis of data.

Mbekenyera is a small school of 120 students, and six teachers. Through the daily work at the school, both Volunteers have had a lasting impact on the lives of the girls of Mbekenyera and have sent an important message to the students, teachers, and community.

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Creating a Girl-Friendly Learning Environment

Whether the activities take place at the school, or in a separate retreat or workshop setting, girls' education can be enriched by supportive efforts of Volunteers. Just allowing students the time to discuss the issues and needs of women in their society can make a tremendous difference in the empowerment of young women and the sensitivity of boys to women's issues. These discussions can result in plans for addressing issues on the local level.

This chapter features information for teachers on establishing study groups, peer tutoring programs, and an example of how to use a Small Project Assistance Grant to help girls to stay in school.

Small Changes in Behavior Signal a Big Difference for Some Girls

(Based on the work of Volunteers in Burkina Faso)

It is important to appreciate the small changes in girls' attitudes that illustrate steps towards increased confidence and accomplishment in the classroom and beyond. This may include a girl:

- **raising her hand in class.**
- **speaking without covering her mouth.**
- **speaking loud enough for everyone to hear.**
- **assuming the responsibilities of a prefect, or class leader.**

Encouraging these behaviors builds self-confidence in girls without offending their male classmates and should not be taken for granted.

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Guiding Girls Through School

A Volunteer reported that daily she has had the opportunity to watch women developing in three high schools in Belize.

> *"I see girls transforming into women before my eyes. As a counselor, teacher, and link to community resources, I am continually amazed at the challenges that these students overcome. Every day these students move closer to womanhood, and important decisions lurk around every corner. Girls ask themselves: What educational track should I take? Should I have sex with my boyfriend? Where will I get money for books and food? What does it mean to me as a woman when I see my father hit my mother? What can I do about my alcohol use? How will I ever reach my goals? These are only a few of the questions raised in my office as young women seek answers, guidance, and the skills to make sound decisions. In this day and age, there is no doubt there are increasingly more distractions and struggles while progressing into adulthood."*

While counseling need not be formal, a formal counseling program is a valuable resource for youth as they search for guidance, encouragement and support. In Belize, one high school started a counseling program two years ago that has been used by many students to pass moments of difficulty. Counterparts in various schools are working as counselors and have received training through the Peace Corps and other relevant training programs. At other high schools, guidance departments are currently being established.

One Volunteer expressed her sense of the results of these efforts.

> *"I have the privilege to work with students every day. I see the appreciation of many students merely to have someone to talk to who is non-judgmental, cares, and listens. I see the joy after a student passed a hard studied exam even though she*

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had at least twenty reasons not to care. I also experience those disappointments of the children who fall into the cracks, dropout, get pregnant, or give up. As my Belizean counterparts within each school develop their own school guidance programs, they begin to have an unforgettable impact on the students. The students will not forget it. Neither will I."

Tips for Teachers, Staff and Administrators on Ways to Encourage Girls

- Encourage girls to assume positions of responsibility such as mentors, peer advisors, prefects, or student government representatives.
- Work carefully with girls in positions of responsibility to assist them in becoming positive role models.
- Be sure that both female and male students share the cleaning and maintenance duties in school and that all jobs are rotated regularly.
- Consider responsibilities that girls may have at home when devising the school schedule and the term calendar.
- Be aware of personal problems that your students may be having. Find out what you can do to assist girls with their special needs.
- Encourage participation in extracurricular activities. Sports and clubs provide opportunities to build relationships and develop self-esteem. Show an equal degree of support to girls' athletics. (See ***Beyond the Classroom: Empowering Girls***, ICE M0080, pages 49-53, for ideas on girls' sports.)

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- Encourage the school to be used as a resource for out-of-school girls.

  1) In **Mali**, a "Second Chance School" is held during summer recess and allows girls who were held out of school for one or more years to acquire the educational background to resume classes in the next school year.

  2) **Ghana's** "School for Life" program promotes education in the local language at night for children who work on their families' farms during the day.

- Visit female students and their families at home. Talk to families about their daughters' potential and ways that they can support and encourage them.

- Support female teachers in modeling competence, leadership, respect, and self-esteem.

- Identify areas where gender bias is occurring and initiate discussions with staff members and students.

- Work with the staff to develop a school development workshop on "Encouraging Excellence." SPA grant funds can be used for this workshop.

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Participatory Approaches and Assessment Result in Support for Girls

Following a Peace Corps Women in Development Conference in **The Gambia**, a Volunteer and her counterpart formulated a questionnaire and distributed it to female students at the junior and senior schools in their village. The girls were given an hour to complete the survey, which consisted of approximately 45 questions focused on the challenges of girls in schools, their responsibilities at home, their favorite classes, and the level of education they hope to achieve. The survey was used to determine the needs and interests of female students in the schools and community. The girls knew that the survey would result in identifying ways to address their needs and interests. The responses were used to help start support groups for girls in the schools.

Tutoring Efforts Succeed When Students Help One Another

Study groups and peer tutoring programs have been very effective not only in increasing girls' level of achievement but also in promoting self-confidence and leadership abilities. The following recommendations come from the experience of Volunteers in several countries.

Tips for Teachers on Forming Girl-Supported Study Groups

- Identify a room where girls can come after school and work in a safe, quiet environment.
- Establish a bulletin board in the room to display articles on topics of interest to the girls along with samples of the students' work.
- Arrange the desks to provide opportunities for peer interaction.

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- Establish partners between students of the same class who can ask each other questions and work on assignments together. Partner assignments should last for an established period of time and then be changed to allow different girls to work together. Pairs can also include an older student with a younger one who needs individual tutoring, or the combination of a student who is doing well in a particular area with one who is falling behind.
- Provide encouragement and guidance on the type of activities in which the students engage.
- Maintain an environment conducive to learning and peer support.

Improving Education by Increasing Access and Quality

In many countries around the world, girls hold responsibilities that can hinder their ability to attend school. The excerpts below illustrate several instances where Volunteers have identified barriers and have provided reasonable alternatives or solutions that increase girls' access to education.

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In **Togo**, a Volunteer and her counterpart used participatory approaches to address the low girls' school attendance in the community. It was determined that girls do not attend school because when their mothers go to the field, they need their daughters to watch the small children. Based on this, the community established a childcare center to free girls to attend school. One community member was trained by a Volunteer and her counterpart to run the center. As a result, girls' school enrollment in the village increased.

In rural areas of many countries, students advancing from primary to secondary school must travel to regional capitals or larger towns to attend. This is a critical point where fewer girls than boys advance. Family decisions must be made regarding the expense of providing housing and supervision if relatives do not live near the school. A Volunteer and Counterpart used funds from the Small Project Assistance Program (SPA) to address this issue and contribute to girls' education through the Ndwika Girls Secondary School Dormitory projects in **Tanzania**. With community contributions, they supported the renovation of existing dormitories that were unused and in disrepair in Ndwika, and the purchase of bunk beds and lockers to reduce overcrowding in the single Lwandai dormitory. This allows more girls to attend school, reassuring parents of their safety, and potentially increasing academic performance as overcrowding is eliminated.

In Burkina Faso...

Community mobilization and development efforts have helped to achieve a 50:50 enrollment ratio between girls and boys in schools in one area of the country. One such effort is BISONGO, a childcare center located next to the school, where girls drop off their younger siblings making it possible for the girls to attend school.

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Classroom and Curriculum-Related Activities for a Girl-Friendly Learning Environment

In this chapter you will read about a variety of curricular approaches for engaging girls, including a lesson plan that explores gender differences. As educators, there are many ways in which you can promote a girl-friendly learning environment and take action by preparing lessons and activities that encourage girls. As was done in Kenya, you can evaluate the curriculum with an eye to gender specific stereotyping, develop lesson plans with female education themes, organize extra study groups for primary and secondary girls, urge administrations to recognize female achievement, and research the reasons that girls leave school early. Ultimately, the girl-friendly learning environment that you create will be student-friendly regardless of gender roles.

Tips for Preparing Lessons and Activities to Engage Girls

- Students are best engaged when the material is relevant to their lives. In developing lessons, plan activities and investigations in contexts of real interest and relevance to girls and women using data on topics such as agriculture, health, environmental issues or geography. [See ***Community-Content Based Instruction (CCBI)***, ICE Publication No. T0112.]
- Incorporate situations and examples into lesson plans that use girls and women as successful models. When a lesson plan calls for medical vocabulary, for example, reference a female doctor or vet-

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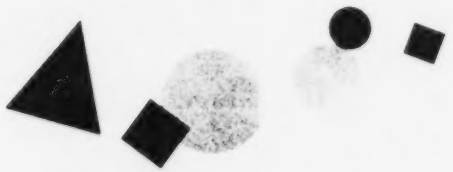
erinarian. Make these examples a natural part of your presentation: don't overemphasize the use of female examples.

- Be aware of gender bias in school texts and address it. For example, in one primary school text, the majority of pictures depict women cooking, cleaning, shopping, fetching water and milking cows. In 53 texts examined, women appeared dressed traditionally 40 times, but in work clothes only four times.
- When preparing lessons, plan how and when to insert encouraging messages to girls. Highlight the achievements of women, especially in math and science. Highlight the achievements of your female students.
- Model encouraging girls' participation in class, especially in non-traditional subjects like math and science.
- Utilize field trips that not only complement curriculum material but also emphasize the roles and contributions of women.
- Invite women from the community to your class as guest speakers or presenters.
- Incorporate community projects into your class activities in conjunction with ongoing projects and development activities with women in the community. (See CCBI Manual.)
- Remember to use a variety of approaches in your classes that encourage participation, recognize different learning styles and challenge students to expand their own learning styles. This may be done simply by varying techniques, such as using discussion, games, reading assignments, role play, and use of visual aids as well as lectures.



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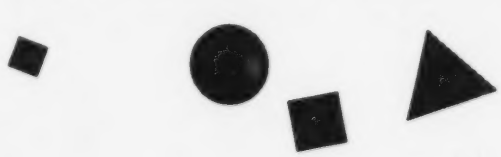
Ways to Promote a Girl-Friendly Classroom Environment

- Be sure to call on girls at least as often as you call on boys. Occasionally check yourself by recording the number of male and female students that you call on in a class period.
- Provide opportunities for girls to present and to work at the blackboard. For very shy students, it may be helpful for them to begin by coming to the board and presenting as part of a team.
- Foster a classroom environment that encourages taking risks. Send a message that it is okay not to know the correct answer.
- Cooperative learning and group work are excellent ways to encourage girls' participation and leadership. Form groups to encourage this. Provide opportunities for girls to work in their own groups, or to have equal numbers of girls and boys in the group. Begin with short team building exercises. Offer rewards and positive reinforcement to acknowledge the group's success.
- Some schools are experimenting with same-sex classes, especially in math and the sciences. A Volunteer in Tanzania encouraged the school director to try this approach with Grade 9 students and initial observations indicate success in both girls' and boys' levels of achievement.
- Consider offering extra tutoring sessions just for girls. Provide opportunities in these sessions for discussions and question and answer interchange.
- Use a variety of assessment tools, such as oral questions, written tests, and group projects. Give all students (especially girls) an opportunity to share what they know, not what they don't know.



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Curriculum Designed to Engage Girls

This section provides an example of ways in which Volunteers have approached curricular issues in order to engage girls. In addition, there is an excellent example of a mathematics class that explores gender differences while reinforcing important math skills, "Model Lesson: Math – Gender Differences in Daily Life." This can be found in Appendix one, on page 55.

Using Political Science and Women's Studies to Teach English

The best way to teach a language is to find a challenging topic and discuss it using the target language. Having degrees in political science and women's studies, one Volunteer was especially interested in the issues facing women in Uzbekistan, but had not found a forum for frank discussion. The Volunteer hoped to provide a space for these talks at the Amir Temur English Summer Camp, where 300 students and fifty teachers from across Uzbekistan participated with thirty Peace Corps Volunteers.

The title of the class was "Women's and Girls' Issues in Uzbekistan," and it was structured to encourage the students to talk as much as possible. The goal of each small group discussion was to challenge the young women and men to think about the forces changing Uzbekistan: for instance, independence from the Soviet Union, growth of Islam, development of a market economy, and democratic rhetoric. Then they were asked to consider how these changes might affect their own lives and those of their mothers, sisters, and future wives. (Separate, similar discussions were offered for the local teachers.)

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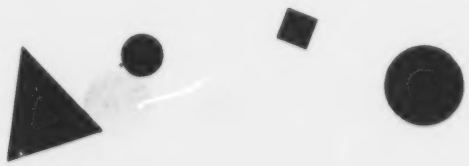
The class began with a discussion of work, both inside and outside the home. The students quickly realized the differences in the responsibilities of their mothers and fathers, and were asked to give reasons why these differences exist. Next, they talked about the societal changes witnessed by the students since independence. From this general discussion, they moved to the more specific changes in women's lives. Subsequently, they read an article from the June 3, 1995, *Los Angeles Times* entitled "Taking an Eager Step Back to Islam." The article argues that Uzbekistan's new Islamic traditionalism may have negative effects for women's independence and self-determination. The students compared the journalist's observations to their own. Finally, students were asked how the conversation might influence their futures as women and men.

While learning new vocabulary, the students struggled to think critically about the future of the country they will inherit. Jamshed suggested that women should speak openly together about their problems and difficulties. Alisher said he would talk with his future wife and share the work of the house. Umeda declared she would go home and talk with her father about the class to ensure that she would not be forced to marry a man she did not love.

The students are the experts on their lives and their country. The Volunteer was often surprised by their revelations, insightful comments, hopes, and fears. It was the Volunteer's hope that the discussions were only the beginning of the students' thinking about the future of women in Uzbekistan.



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"Touring Math Camp" in Guinea

In Guinea a Math Volunteer became aware that many children in his village, particularly girls, were unable to satisfy the prerequisites of the national math curriculum, often failing this subject and subsequently dropping out of school. He noted that many students had developed a learning block or fear of math as its presentation was based largely on abstract theory. To address this situation and to garner enthusiasm for the subject of math, he established a "Touring Math Camp." The Volunteer and his students would take trips in his region complete with daily math games, real world applications of math concepts, and competitions resulting in prizes for all participants. He included other math teachers from the region to expose them to new approaches to math instruction and to underscore the fact that girls are as capable in math skills as boys.

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Co-Curricular Activities that Engage Girls

It can be challenging for students to practice out in the "real world" lessons they have learned in the classroom. There are also areas of personal development like leadership and confidence that are difficult to address in school when specific academic subjects are also being learned. Co-curricular activities enable girls and boys to take classroom knowledge into their community to experience a concept first-hand, like forming a model business or writing a newsletter; or they may be complementary activities like life skills workshops that encourage more interaction and development of healthy lifestyles. They may be clubs in math, science or other academic subjects that make learning fun, informal and more self-directed. Basically, the possibilities are only limited by the scope of your imagination as a teacher and Volunteer. In this chapter, you will find a number of ways Volunteers have encouraged "real world" practice.

Moldovan Girls Achieve as Entrepreneurs

Eighteen young women started and operated their own successful company as part of their economics class in a secondary school in Chisinau, Republic of Moldova. The girls designed and sold clothing for teens, incorporating traditional Moldovan embroidery motifs. The class made enough profit to purchase curtains for their school, and fund a trip to participate in the European Junior Achievement annual Student Companies Fair in Poland. More importantly, they learned that it is possible for Moldovan women to own and operate their own companies. Their Junior Achievement Student Company took first place in the European competition. A Peace Corps business Volunteer served as the business consultant for the girls' class. A student company from Estonia where

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another Volunteer was the business consultant took fourth place in the competition.

Junior Achievement and Peace Corps Volunteers have been working together to prepare young people to participate in market economies in: Antigua, Armenia, Belize, Bulgaria, Dominican Republic, El Salvador, Estonia, Guatemala, Kenya, Kazakhstan, Latvia, Lithuania, Macedonia, Moldova, Nigeria, Panama, Romania, Russia, Slovakia, Tonga, Ukraine, Uzbekistan, and Zimbabwe.

In 1966 the Peace Corps and Junior Achievement International entered into a Memorandum of Understanding that states, "Through cooperation and planning, programming, training, management assistance and other areas, Junior Achievement International and the Peace Corps will work together to help interested countries to develop sustainable economic education programs."

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Joint activities include, but are not limited to:

1. Developing training modules for use by Volunteers toward providing practical economic education.

2. Planning and implementing training workshops in entrepreneurial development strategies involving Volunteers in interested countries.

3. Providing educational materials to Volunteers involved in business development either as a primary or secondary assignment.

4. Developing joint programming where Junior Achievement International and Peace Corps project sectors share mutual objectives and address host country government priorities.

5. Participating in such other Junior Achievement International or Peace Corps related activities as the organizations may agree upon.

Additional possibilities for cooperative efforts may exist in the following areas where both the Peace Corps and Junior Achievement have operations: China, Ghana, Granada, Honduras, Jamaica, Jordan, Kyrgyzstan, Nicaragua, Paraguay, Philippines, South Africa, Tanzania, Western Samoa, Zambia, and the countries of Francophone Africa.

Volunteers interested in utilizing Junior Achievement materials at their sites should contact: Sam Taylor, Chief Operating Officer, sam@jaintl.com Junior Achievement International, 2780 Janitell Road, Colorado Springs, CO 80906. Telephone: 719-540-0200 Fax: 719-540-8770 to obtain information on in-country Junior Achievement offices if Peace Corps programming staff do not have that information.

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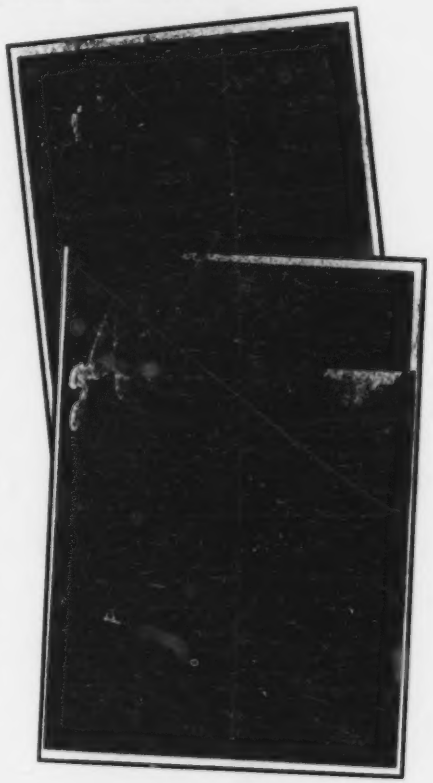
Panamanian Girls Focus on Self-Esteem

A Volunteer in Panama provided a creativity and writing workshop for young girls with low self-esteem. The girls wrote short stories and poetry, and designed arts and crafts in a controlled group setting that encouraged self-expression and the acceptance of ideas.

Two sixteen-year-old girls were also trained by the Volunteer to give self-esteem talks. The two young women have given six self-esteem talks to varying audiences including a women's group, teenage boys and girls, and elementary school children.

Aïcha Magazine is Published in Guinea

Peace Corps Guinea published the third edition of *Aïcha* in May 1999. *Aïcha* magazine is an open forum for girls to express their ideas and to read what others have to say about women's issues. Guinean girls write almost all the articles. All Volunteers are strongly encouraged to distribute and discuss *Aïcha* with female students and other literate women in their towns. Volunteers are also asked to encourage people to write for the magazine. This provides an opportunity for girls to strengthen their reading and writing skills and for Volunteers to mentor and support their female students.



Article topics include women and society, girls' education, women's health, early marriage, teen pregnancy, STDs/AIDS and Female Genital

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Mutilation (FMG) among others. Every issue also has a specific area of expanded interest. The May 1999 edition focused on "Admirable People"; an upcoming edition will focus on FGM. The magazine also includes an interview with a successful Guinean woman, an English article/lesson, and games or contests (supplied in the last issue by two of the advertisers).

In the latest edition, Peace Corps Guinea allowed boys to submit articles as long as the articles met the criteria of being related to female gender issues. Allowing boys to write articles proved to be a great success.

Aïcha has proven to be an effective means of discussing gender with adolescents. Many Volunteers have set up informal *Aïcha* discussion groups. All those who submit articles are rewarded by name mention on the last page and a copy of the following edition. The magazine's popularity has outgrown its print volume of 2,500 copies. Using the same estimates that Guinean newspapers use to determine readership (about 15 people per copy), Peace Corps Guinea estimates that perhaps as many as 40,000 Guinean adolescents read the last edition.

Funding of the first two editions came primarily from the Guinean Ministry of Health. The third edition, however, could not rely on Ministry funding and determined that other sources were needed for long-term sustainability of the publication. Over a period of nine months, advertising was sold to commercial interests in order to fund approximately 70% of the costs of this edition. The two editions planned for fiscal year 2000 received approximately 75% of their funding from advertising. Plans for future years involve printing three editions per year, each of similar size and print volume to the current edition.

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Malawi Girls Retreat

Two Volunteers in Malawi organized a Girls' Retreat for Form Four (approximately 10th grade) girls from Mpherembe Distance Education Center, where one of the Volunteers is a teacher. They scheduled a Saturday morning meeting with the girls at a site away from the school so that they would not feel as though they were still in class, and also to create a more comfortable and open environment.

This was an optional activity, and about twenty girls participated. Volunteers facilitated the retreat, leading discussions on topics such as relationships (family, friends, romantic), peer pressure, leadership, and communication skills. The girls chose the topics and the sessions included lots of interactive activities. The entire event took three hours.

One of the Volunteers wrote, "The girls were excited about the idea of having a special day just for them. Afterwards, they all expressed how much they enjoyed the sessions, and they had a great desire to have another retreat. They were disappointed when we were unable to repeat the event during the next term."

The Volunteers plan to continue with the retreats next school year, and hope to hold one for each grade. Other topics they have considered are: preparing for job interviews, public speaking, and sexual health. They encourage others to try similar programs in their areas. The retreats are easy to plan and very valuable to the participants.

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Odyssey of the Mind Develops Creative and Critical Thinking

Odyssey of the Mind (OM) is an international organization, established in 1978, that provides creative problem solving activities and competitions for students of all ages. Through the OM program, students from kindergarten through university in countries around the globe, are encouraged to use and exercise their own capacities for creativity and imagination in solving real problems. Four Volunteers brought the OM program to Slovakia in 1999.

In April and May of 1999, teams of Slovak students participated in OM competitions in Poland, Lithuania, and even in the World Finals competition in Knoxville, Tennessee. In each competition, Slovak teams comprised of a balance of male and female students, won awards and advanced to higher levels of competition. They were able to exchange information and network with students from around the globe.

A follow up visit with the students was made to Seattle, Washington, where the Volunteers who originated the project were able to arrange

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housing for the students with friends and associates, and to set up meetings for them with 12 companies. This was funded in part by a grant from the European Business Development Program, an anonymous local donor, and through active fundraising by Volunteers and participants. These visits concentrated on customer service, distribution, production methods, and focused retailing, and provided the students with the opportunity to see firsthand the implementation of creative thinking in real business situations.

After spending a significant amount of time directing the program in its first year, during the second year Volunteers, counterparts and interested participants succeeded in establishing and developing a Slovak OM NGO with strong Slovak leadership. During this second year, they produced two more activity books, two new brochures, a 10-minute promotional video, two newsletters, and established a bilingual website. The numbers of youth involved almost doubled in comparison with the previous year. During the Slovak OM Festival about 20 teams competed from all across Slovakia with over 50 local volunteers helping with organization of the festival. Five teams participated in the European Festival, and two university teams were able to raise the funds necessary to participate in the World Finals and won a first place there!

The role of Volunteers involved in the organization has been reduced from organizers and directors to that of coaches or advisors. Many Peace Corps Slovakia Volunteers working with youth in their primary or secondary projects in education, environment and small business development, have incorporated OM ideas and strategies in their own projects, even if they have not established OM groups. This has been done in school classrooms, community youth groups, and environmental groups.

For more information on Odyssey of the Mind, visit the organization's website at www.odysseyofthemind.com.

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Awards and Incentives

Award programs are positive ways to support girls' academic performance and publicize their achievements in the community. This section outlines some programs that have highlighted girls' academic accomplishments and shows ways to continue to encourage girls to excel in school.

Awards for Girls in Burkina Faso

An Education Volunteer interviewed many people including male and female students, counterparts, and community members about the relevance of creating an award honoring outstanding female students at the end of the school year. When he first talked about the idea with teachers, some did not like it at all. To foster a change in their attitude, he decided to interview 250 people in his village. After the interviews, 90 percent of the people agreed that the best girl in each class should be entitled to a prize. He then took the findings back to the school, and this is how one girl from each class received a prize for the first time.

Student of the Month

A Guinea TEFL Volunteer established a "Student of the Month" award in all of her classes based on attendance, participation, and grades, with emphasis on the first two. The prizes were used English books donated by the school. This award allowed female students and male students to be recognized for behaviors such as assertiveness and self-discipline, which may not always be reflected in their grades.

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District in Mali Creates Certificate Program

At the end of the last school year one district awarded certificates of merit to the girl in each grade with the highest average for the year. These certificates were created on the computer of a local non-governmental organization and copied (making it a low-budget way to emphasize the importance of education and encourage girls to excel). The awarding of certificates involved the girls' families, who keep such important papers for years, and perhaps may motivate them to praise their daughters and help them study. Community associations participated in the simple ceremony, and will contribute prizes to future years' award programs. Volunteers are working on expanding the awards to include all girls who attain above a certain average to encourage more participation. The class with the most winners will have a party given for them.

NOTE: *Volunteers who anticipate objections from the host culture to "favoring" girls unfairly, are advised to give awards to both girls and boys to show the equality of their achievements.*

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Science and Math Competitions in The Gambia

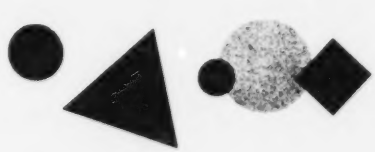
Tahir Ahmadiyya Muslim School and Pakalinding Middle School celebrated International Woman's Day with an academic competition. Three girls from each grade at school took a written mathematics examination and three girls from each grade also competed in a science competition.

The written math exam consisted of 20 multiple-choice questions. The students in each grade competed amongst themselves. The questions were drawn from topics that had been taught during the first two terms. Ten questions on each test were written by the subject teacher at Tahir and ten questions by the subject teacher at Pakalinding.

The science competition was a science fair. Once again, the students of each grade competed amongst themselves. In this case, each girl did an experiment. Experiments included: how to make soap, how to make candles, preparing slides using a microscope, and illustrations of different forms of energy. After completing their experiments, the girls wrote lab reports. On the day of the science fair the girls set up their experiments and answered questions posed by the judges. The girls were marked on effort, understanding, and the final result.

This celebration did not only consist of academics. We also wanted to recognize those girls who are athletically inclined so there was also a soccer match between the girls' teams from each school.

After all the results had been tabulated there was an awards ceremony. The top two girls in each subject in each grade received prizes. Also, the most valuable player on each soccer team received a prize.



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Bulgarian Essay Contest Brings Women's Issues into Global Perspective

A nationwide initiative was implemented by a group of Volunteers representing different sectors of Peace Corps activity in collaboration with the Bulgarian Association of University Women, the American University in Bulgaria, and endorsed by the Bulgarian Ministry of Education. It is an annual Women's Issues Essay Writing Contest that has now been carried out for four years. The contest involves students from high schools and universities who gather on a negotiated date and time to write an essay about one of several pre-announced topics. Topics have included Women as Role Models, Women and the Family, Women and Violence, Women and Girls in Education, Women and Pornography, Women and the Media, and Women and Democracy.

The purpose of the contest is to inspire youth to think about gender roles in post-Communist Bulgaria and the need for positive change regarding the socially, economically, and politically valuable work performed by women in Bulgaria and around the world. Youth also consider the injustices women face despite the valuable contributions they make. Students begin to see themselves as an integral part of a world cause. The Essay Contest has opened the minds of numerous young women in Bulgaria and challenged them to become active citizens. Because students receive the essay topics in advance of the actual contest, they have the opportunity not only to think about the topics, but also to discuss them with family members, friends, teachers, and other community members. In this way, the contest has created a dialogue among peers, across generations and outside of the classroom. These conversations about problems facing women in Bulgaria in turn stimulate discussion about wider social, economic and political issues that affect all Bulgarians. Since the contest's inception in 1996, the number of participants has grown from 700 to 1600 representing 90 educational institutions around the country. Clearly, this project has the momentum to touch many more young people in Bulgaria.

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Chinese Women Recognize Women's Achievements

In celebration of International Women's Day on March 8, Volunteers organized a Women's Essay Contest for all students of the Foreign Languages Department of Daxian Teachers College in Dachuan, Sichuan. The contest was modeled after one held in the Czech Republic in 1997. The topic was to describe a woman you admire and respect and tell how she has influenced your life.

The contest was intended to raise awareness of women's achievements. Thirty-two students submitted essays written in English for the contest. Based on the essay's content and English writing skills, one essay from each of the three grades and three overall winners were selected. Many essays described the lives of Chinese women including heroines in history, athletes, and mothers. Whether famous or not, the women they wrote about had a strong and positive impact on the students.

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Sensitizations on Women's Issues and Speech Writing Contest

OBJECTIVE

To discuss the problems girls face in continuing their education and to give students an opportunity to present speeches on this topic to their peers.

ACTIVITY

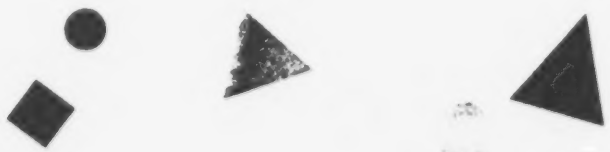
Present a lesson on topics relating to girls' education or health such as:

- The importance of staying in school
- Obstacles girls face in continuing their education and the solutions
- Reproductive health and the risks of early pregnancy
- Sexual harassment

Ask the students (girls and boys) to write speeches on one of the topics. Have a panel of judges listen to the speeches and choose the best. Winners can read their speeches at an assembly or awards ceremony.

SUGGESTION

Students at neighboring schools can compete against each other.



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Scholarships

One way many Peace Corps Volunteers have helped to encourage and increase opportunities for girls' education is through the creation of a girls' scholarship program. Scholarship programs can be effective tools to encourage the education of girls and increase retention. Not only do they help relieve the families' financial burden to educate their children, but they also can serve to heighten awareness of the value of educating girls and the contributions girls can make to their communities. More than 20 Peace Corps posts worldwide have scholarship programs as part of their activities to improve girls' education.

Starting a Girls' Scholarship Program

The key point to remember when starting a scholarship program is that the program's survival — financial and administrative — should not become dependent on the Peace Corps. The goals should be not only to encourage girls' education, but also to help build the capacity of local entities to become active participants in and advocates for girls' education.

Before creating a scholarship program, it is important to plan strategically for the long-term administration and sustainability of the program. This process involves significant planning and the inclusion of host country nationals and local organizations. Think of girls' scholarship programs as you would any other development project. Although Volunteers may be instrumental in starting the scholarship program, the ultimate goal should be for the program to be administered by a host-country organization or committee.

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Step 1: Forming the Scholarship Program Committee

Creating the committee that will plan and implement the scholarship program is the most important step. Your ultimate goal should be to put together a committee that includes host country representation as much as possible. Ideally, a Women in Development/Gender and Development (WID/GAD) committee would partner with an in-country NGO to create and manage the program, with the goal that the partner organization would eventually manage the program on its own.

In many cases, finding a partner organization from the beginning may not be possible. Some scholarship programs begin with the WID/GAD committee taking the lead. In such cases, it is still important to include host country nationals and organizations wherever possible. Significant host country representation on the committee ensures several things:

- Sustainability
- Inclusive selection process
- Broader support of girls' education
- Increased potential for a permanent administrator

The support of the Peace Corps Country Director or a Program Manager/APCD is also important. Both can be invaluable resources in advising the committee and helping to make connections with appropriate organizations or government offices. In addition, some Peace Corps regulations affect what roles Volunteers can play in the administration of a scholarship program. The Country Director, Program Manager and Administrative Officer can be helpful in identifying appropriate areas of involvement for Volunteers.

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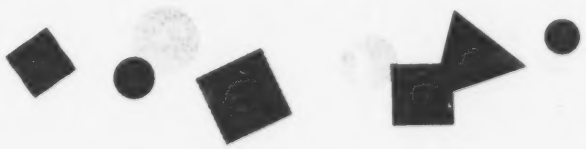
There may be expatriates or foreign-based NGO's in the host country. It may be appropriate to invite some of these individuals or organizations to be on the committee, depending on the skills, experience, and resources they can bring to the group.

Some Peace Corps countries have been very successful in working with an organization in-country that manages the scholarship program. In these examples, Volunteers' roles are to identify candidates, with minimal fundraising and management. Not only does this build sustainability of the program, but it also builds on Peace Corps Volunteers' unique niche, which is identifying girls in remote areas with the greatest need. Some examples are:

- In **Ghana**, Volunteers are working with the Federation of African Women Educators (FAWE) in coordinating the nomination and selection of girls.
- Volunteers in **Zimbabwe** raise funds and forward names of possible recipients for girls' scholarships that are administered through the American Women's Club.
- Volunteers in **Belize** work with the local NGO Youth Enhancement Services (YES), an alternative school for at-risk girls, to identify girls who are eligible to receive scholarships to continue school.
- The funding for the scholarships in **Ecuador** comes through a partnership between the Kiwanis Club of Quito and small fund–raising activities by Volunteers and community members.
- Volunteers in **Nepal** work with the American Women of Nepal (AWON) to obtain scholarships for girls in their communities.



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Step 2: Building Support

Host country representatives should be involved at all levels, from the recipients' families to the local or national government.

Families

It is important to have the family's support and investment in girls' education. A girl's family support helps to ensure that they value the study and mentor time she will need to invest in her education. Most committees also require the families to contribute a portion of the funds to a girl's education.

Having members of the scholarship program committee meet with recipients' families can help secure this support. Volunteers in Burkina Faso visit families' homes to request support from the girls' parents in organizing the workload in such a way that the girls can find time to study. The visit may also renew the parents' motivation to keep their daughters in school.

Schools

Gaining the support of the principal, teachers, and parents' organizations will help ensure support for the scholarship recipients and will help heighten awareness of girls' education in that school. Parent Teacher Associations (PTAs) and school committees can also serve as valuable sources of fundraising and mentoring. Volunteers in Burkina Faso work with counterparts and PTAs to create awareness of girls' education and are involved in Take Our Daughters to Work Day activities.

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Local and national governments

Many scholarship program committees have signed formal agreements with their host countries' local and national governments. Securing the support of the local and national governments will help achieve several things:

- Ensure the scholarship program is working within the education plans of the host country
- Add credibility to the program
- Heighten awareness of girls' education

As a result of Volunteers' work with girls' education activities, the Peace Corps office in Kenya has received an increase in the number of requests for teachers and/or guidance on educational opportunities for girls.

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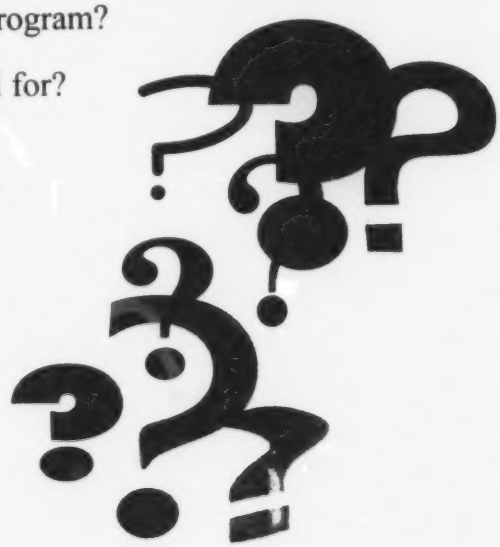
Step 3: Planning the Scholarship Strategy

Once the key players are in place, the committee should think about how it wants to administer the program. Questions to consider:

- ☐ How will recipients be determined?
- ☐ Who will be on the selection committee? (It is highly recommended that local school or education officials be involved, as well as committee members.)
- ☐ Will scholarships be awarded year-by-year, or will a scholarship recipient be guaranteed a scholarship for the duration of her education?
- ☐ What academic standards do the recipients need to maintain to ensure their scholarships?
- ☐ What investments do the recipients, their families, and other groups involved need to make?
- ☐ How will the scholarship be distributed to the recipients?
- ☐ Who is in charge of the financial management of the individual scholarship and the overall program?
- ☐ How will funds be accounted for?
- ☐ What type of reporting is required from the recipients?
- ☐ How will the success of the program be evaluated?
- ☐ How will the program be publicized?



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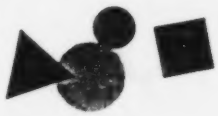
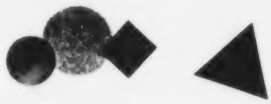


The scholarship committee should start by formulating a long-term plan for funding. An ideal funding situation would include an endowment, the interest from which funds the scholarships. An alternate strategy involves finding long-term funding sources in-country that would continue to fund the program for a significant period of time. A combination of these strategies may be possible. There may be restrictions on how much, if any, fundraising Volunteers can do on their own in-country. It may be more appropriate for other committee members to take the lead. In addition, there may be restrictions on Volunteers administering funds. The post's Country Director, Program Manager and Administrative Officer can help advise the committee on this issue.

One source to consider for initial funding is the Peace Corps Partnership Program. Partnership Program guidelines are available at post.



rm Plans:
Identifying the Permanent Administrator

The scholarship program committee should identify, as soon as possible, an in-country NGO that can manage the program. Look for an organization that has a commitment to girls' education. For example, the WID/GAD committee in Panama drew up an agreement with Funda Mujer to eventually transfer the scholarship program to that Panamanian NGO.

If no suitable organization exists, consider institutionalizing a committee of people from various organizations as the program's administrator. If the original scholarship program committee includes enough host-country representation, the committee may be a good candidate for a permanent administrator.

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Once an organization or permanent committee has been identified, it is important that the committee help to mentor this new administrator and prepare them to take over the program. Make sure the new administrator has the technical, administrative, and financial management skills to handle the program.

> ***"Scholarships have proven effective in improving girls' education. Other incentives and subsidies — school meals, free school uniforms, and labor-saving technologies — have generally failed. Childcare facilities and preschools, which relieve girls of sibling care, are promising but under documented. Community and parental education through information campaigns and community participation have yielded positive results."***
>
> ***Educating Girls: Strategies to Increase Access, Persistence and Achievement,***
> **Advancing Basic Education and Literacy Project,**
> **U.S. Agency for International Development,**
> **Office of Education,**
> **Office of Women in Development,**
> **Washington, DC,**
> **December 1991**

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Panamanian Girls Strive to Succeed in Their Studies

Many years ago the WID/GAD committee in Panama recognized that one of the best ways the Peace Corps could work towards the development of women and address gender issues would be to strengthen the role of girls and women in their communities. As women become better educated, they become stronger. With an increase in confidence and education, women play a greater role in their communities by becoming role models for all. Therefore, the WID/GAD committee has been working to increase girls' self-esteem and education through talks, seminars and new scholarships for young women.

The WID/GAD committee in Panama has been raising money for scholarships for young women since 1997. In January of 1999, the committee awarded a total of $1000 in scholarships to seven girls from the province of Bocas del Toro. These scholarships provide financial assistance that allows the recipients to continue their education into secondary school.

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The Volunteers designed a questionnaire asking about the girls' families' income, the girls' interest in continuing their studies, and their grades. The girls also had to provide recommendations from community members (other than their families), and participate in a final personal interview.

During the interviews, the girls emphasized the need for educated indigenous women to serve their community — professional women such as doctors, teachers, and businesspeople who would understand the language and culture as well as provide positive role models to all children, especially other young women.

The indigenous culture rarely allows or acknowledges the importance of education for girls. Many of the older women in Panama have never been educated and most cannot even speak Spanish, which is the common language. The seven young women receiving the scholarships are aware of the opportunities and tools education can give to them, and their communities.

The scholarship provides the girls with school uniforms, books and other school supplies, all matriculation fees, and housing fees. The girls must maintain good grades, and must reapply if they want a scholarship for the following year.

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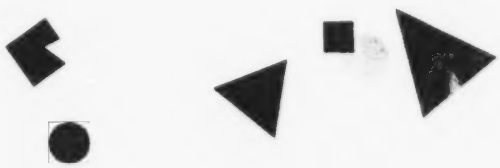
Additional Tips and Timeframe for Establishing a Scholarship Program

Qualifications

- Establish qualifications for the scholarship through joint decision-making with your key NGO partner.
- Applicants may provide such items as:

  1. Birth certificate
  2. Year-end report card (proving that the student has earned the qualifying level of academic achievement)
  3. Certificate that the student is not pregnant (if appropriate)
  4. Two teacher recommendations addressing such information as: how long the recommender has worked with the student; the student's strengths and weaknesses; how the student conducts herself in class; what the recommender considers the student's potential to be.
  5. An essay explaining the applicant's goals may include questions such as: Why do you want to get an education? What do you hope to do in the future?
  6. An objective statement of financial need. (This can be prepared either by the Peace Corps Volunteer or another objective party — perhaps an NGO representative.)

- Depending on the nature of the scholarship, you may wish to include an interview component.



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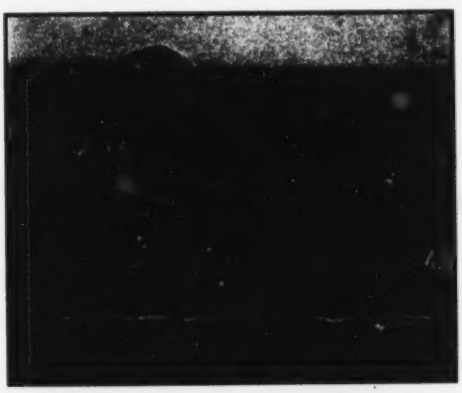
Applications

- Establish the deadline for application.
- Design the application packet with the help of a host country national to check the appropriateness of the questions, the clarity of the instructions, and the correctness of the language and grammar.
- Obtain a school mailing list from the Ministry of Education. This will be your distribution list for the application packet.
- Design a flyer or poster that can be used in each school to promote the scholarship.
- Prepare the application packets for each school. These should include:
    1. The poster or flyer to advertise the scholarship
    2. A letter to the principal explaining the goal and the requirements of the scholarship, and asking the principal and teachers to help identify candidates
    3. The application form including teacher recommendation forms
- If feasible, you may wish to arrange a meeting or series of meetings with applicants to ensure that they understand the application materials and know which parts they are to complete, by when, and which parts are to be completed by others.



- Establish an interview schedule if required.

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Decision Process

- Form a selection committee.
- It is recommended that each application be read by at least three committee members.
- Each reader must ensure that all qualifications have been met and then, considering the quality of grades, recommendations and essay, rate the application on a scale of 1 to 10.
- The applicants' scores from each reader are then averaged and the applications ranked in order of the composite mark received.
- The committee may choose to establish a rating scale for each part of the application, and determine how much weight will be given to each section. For example, will grades receive more weight than teacher recommendations?
- Conduct interviews if required.
- Select recipients.

Notification Process

- Create an award packet with certificates, as well as refusal letters.
- Determine the method of distribution of awards. Some things to consider are:

    1. How long will delivery take?
    2. How reliable will the transfer of funds be?
    3. Can you get the news of selection to the girls in advance of the funds so the girls can plan to apply the funds to tuition and other school fees?
    4. If you were to conduct an awards ceremony, how complex would it be to undertake, and how expensive?

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5. Can you make presentation of the awards directly to the student and her parents at the principal's office?

▶ Notify winners and non-winners.

Award Distribution

▶ See considerations above regarding reliability of funds transfer.

▶ Some possible methods of distribution:

1. Via Volunteers
2. Via a network of scholarship committee members
3. Via postal money orders

Ongoing Activities

▶ Fundraise through a wide range of endeavors such as special events, sales of handcrafts, foods, and other items, and appeals to local charitable organizations.

▶ Maintain contact with schools.

▶ Cultivate sustainable participation of host country nationals to ensure the future of the scholarship.

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Resources

Materials Available Through Peace Corps' Information Collection and Exchange (ICE)

Community Content Based Instruction (CCBI) Manual (ICE T0112)

CCBI recognizes the immense power of education as it reflects the interests, needs, and realities of people and their communities. CCBI assists all Volunteers in their role as educators in integrating community issues into specific lessons in the classroom and then extending the classroom into the community with related activities.

Gender and Development Training/ Girls' Education Manual. Peace Corps. 1998. (ICE M0054)

Product of the Gender and Development Training Initiative, which seeks to institutionalize the consideration of gender issues throughout Peace Corps. Contains eight booklets on gender and development training, which provide background and development of project; training designs for various participants; session plans and handouts; and insights from the field. Contains four booklets on Girls' Education, including programming, training, and activities.

Choose a Future: Issues and Options for Adolescent Girls. CEDPA Publications. 1996. (ICE WD127)

Program guide for facilitators and trainers working with girls ages 12-20. Brings together ideas and activities to help adolescent girls learn about and deal with issues they face, including self-esteem problems, reproductive issues, decision-making skills, community involvement, and many more.

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Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning. Mindy Bingham, Kathleen Peters (Editor), Barbara Green (Editor), Advocacy Press, 1983. (ICE WD135)

Choices provides stories, activities and suggestions on what it is like to be a girl and what expectations, values and life options are determined by society and culture and, therefore, can be changed. This book provides a variety of exercises and activities for girls to do alone or in groups to better understand themselves, their aspirations and their potential. This book has been the basis of many Peace Corps activities such as camp GLOW.

Beyond the Classroom: Empowering Girls. Peace Corps. 2000. (ICE M0080)

This booklet provides a collection of ideas and activities from Volunteers around the world to be used as a resource in the valuable work of empowering young women. Chapters address such topics as Helpful Tips for Organizing a Girls' Education Event, Mentoring for Empowerment and Leadership, Clubs, Camps and Conferences, Sports, Contests, and Life Skills Education.

***The Exchange*: Peace Corps' Women in Development Newsletter**

The Exchange is published quarterly by Women in Development, The Center for Field Assistance and Applied Research, Peace Corps/ Washington, DC and distributed to all Volunteers and Trainees. Each issue contains the success stories, project results, photos, and commentary from Peace Corps Volunteers involved in Women in Development and Gender and Development projects around the world. To contribute to this publication, please contact: Editor, The Exchange/ Women in Development/ Peace Corps—The Center/ 1111 20th Street, NW/ Washington, DC 20526 USA or **theExchange@peacecorps.gov**.

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Websites to Support Girls' Education Initiatives

United Nations Children's Fund (UNICEF) — www.unicef.org

UNICEF advocates and works for the protection of children's rights, to help the young meet their basic needs and to expand their opportunities to reach their full potential. A section is devoted to girls' education and voices of youth. Statistics, projects, activities, information on children worldwide activities on web site.

The Global Fund for Children — www.globalfundforchildren.org

The Global Fund for Children promotes the human rights of children and youth by placing their best interests at the center of each activity — from finding creative ways to promote literacy to giving them a stage where their voices can be truly heard. Programs intend to help young people develop the knowledge and skills that are necessary to work and live comfortably in a global society. Programs include "SHAKTI for children" which teaches children to value diversity and to appreciate the importance of global citizenship. Global Fund for Children creates multi-cultural books that promote children's ideas and help them gain insight into human, cultural, social and environmental diversity. Xandu Arts Education Projects partners with schools and community-based organizations gives children the opportunity to artistically and verbally create their ideal place. The Global Fund grant project provides small grants to innovative programs that support underserved children and youth around the world. The grants are targeted to child laborers, girls' education and youth leadership development.

American Association of University Women (AAUW) — www.aauw.org

Promotes education and equity for women and girls through research, fellowships and grants, activism, voter education, and support for discrimination lawsuits. AAUW's role is to support a strong system of

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public education that promotes gender fairness, equity and diversity; to achieve self-sufficiency for all women; and to guarantee equality and individual rights for a diverse society. Research is U.S. based — first phase focused on the problems girls face in school and the second phase focuses on positive school climates series — which works with educational institutions, community coalitions and corporations to identity approaches and school climates that work to ensure girls are served in school. Good publications are available.

Association for the Development of Education in Africa (ADEA) — www.adeanet.org

Established in 1988 to (1) reinforce African ministries' leadership capacities as they work with funding agencies; (2) to develop these agencies awareness that their own practices should be adapted to the needs of national-driven education policies, programs and progress; and (3) to develop a consensus between ministries and agencies on approaches to the major issues facing education in Africa. Has a working group on female participation, a quarterly newsletter and an education database. Contains documents, publications and books on girls' education in Africa.

Department of Education – United States — www.ed.gov

ERIC Clearinghouse on Elementary and Early Childhood Education. The site offers various articles, research, and reports dealing with education, including girls and adolescence. Focus is on the United States.

Women's College Coalition — www.academic.org

This website offers information and links in the following topic areas: What Parents Can Do, Surprising but True [information about girls' education], Role Models, Facts About Women and Work, and Resources. The focus is on the United States, however, the information contained may be readily adapted to other settings, and the links to other organizations' websites and resouces are valuable.

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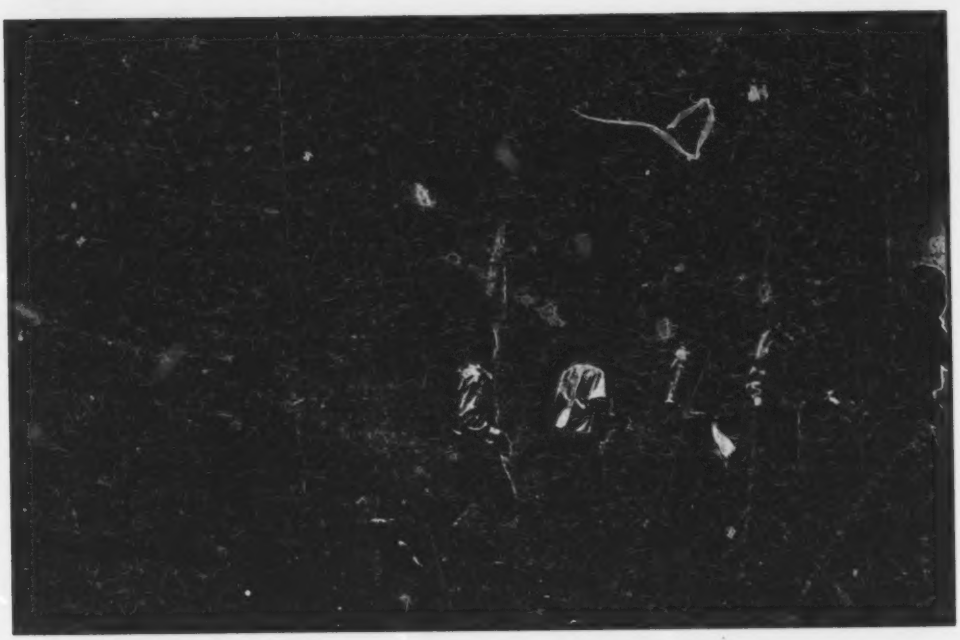
Strategies for Advancing Girls' Education (SAGE) —
http://sage.aed.org

Awarded in 1999, the two-year SAGE project draws upon the extensive basic education and girls' education experiences of the Academy for Educational Development to provide technical and training assistance in girls' primary education to USAID Missions. As a part of the worldwide WIDTECH project funded by USAID's Office of Women in Development (G/WID), SAGE is designed to take a non-traditional, multi-sectoral approach to increasing involvement in girls' education. SAGE strengthens local ownership of girls' education by engaging traditional and non-traditional actors, such as the public and private sectors, central and decentralized government units, religious and business leaders, the media and non-governmental organizations, in implementing local solutions with local resources in support of girls' education. The website includes papers and descriptions of girls' education activities conducted in Guinea, Mali and Washington, DC.



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Appendices

Appendix 1:

Model Lesson: Math – Gender Differences in Daily Life

Academic Subject: Mathematics

Community Topic: Girls' Education

Level: 5 (Depending on the math level of the students, this lesson can also be adapted to secondary students.)

Math Objectives:

1. Compile and analyze simple statistics
2. Solve basic statistics-related problems
3. Represent statistical information graphically

Community Content/Gender Difference Objectives:

1. Recognize gender differences in daily activities between males and females
2. Discuss impact of gender differences on the community

Materials Needed:

Chalk, blackboard, flipchart paper, colored markers, tape
Individual flipcharts with each of the following drawn on them: histogram, pie chart, bar graph, mean, mode, and median.

Time: Three or four double periods

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Activities

Motivation:

1. As a homework assignment, ask the students to define the word "gender." They are not to look it up in the dictionary, but should derive a definition by talking to friends, family, and other community members.

2. Following this assignment, in class the teacher writes the word "gender" on the blackboard. Students then discuss the meaning of the word based on their research. The goal is to have student arrive at definition of gender, based on their thoughts, ideas, and perception. The teacher should provide minimum guidance.

3. Students are put into small groups and instructed to go into the community to ask gender-based questions.

   - Students will prepare questions before going out into the community.
   - Each group will interview people in the community about what they expect the students' daily schedules to be like. For example, "How many hours each day does a student (male, female) cook? Study? Relax?"
   - The last question of the interview will be: "Do you think the roles of boys and girls need to be changed? If so, how would you change them?"
   - Each group reports its findings to the class.

NOTE: *Either of the activities following can be used as part of the motivational step as both flow nicely into the information segment of this lesson. Teachers also may create another activity that combines elements from each of the activities presented here.*

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Activity 1:

1. The teacher asks students to name a few roles in the family or community. Those are written on the blackboard as column headings (such as washing dishes, feeding livestock, harvesting fields, disciplining children, and others). Students are asked who in the family or community is responsible for each role. The words "boy," "girl," "man," "woman," "mother," "father" are written under each heading as students report on who takes part in that role.

2. The teacher explains that these are gender roles: roles that are attributed to females or males.

3. Students are put into groups (one group for each heading). Each group is given one column to work with and told to total the number of people named in that column. Next, the group is to divide the total number of people in the column into the number of males and females in the column. They are asked if they can determine the percentage of males and females doing each role.

4. Finally, the groups are given about five minutes to write a definition for gender. Each group then reads aloud their definition of gender. As each definition is read, the teacher writes the key words from the definition on the blackboard. Based on all the key words, the class collectively arrives at a definition of gender. It should be something like: roles, rights, responsibilities, and priorities which a society or culture assigns to people based on their sex, i.e., being male or female. That definition is written on a flipchart and put where all students can see it.

5. Students are asked if there is a word equivalent to gender in their language. How is that word used in sentences? Is it a positive word in their language?

OR, *Activity 2:*

1. Divide the class into two groups: all females in one group and all males in another group. Each group is to generate a typical daily schedule for themselves, identifying all of their various tasks in time blocks beginning with the time they get out of bed in the morning and ending with the time they go to bed in the evening. The schedules are written on flipchart paper or other large pieces of paper. If the group chooses, they may do a separate schedule for unique labor periods, such as harvesting or school versus vacation periods.

2. Each group is also instructed to generate a daily schedule for the other group. That is, female students will predict the daily schedule of male students, and visa versa.

3. The two groups then present their work to each other. The teacher encourages the students to interpret the differences in labor demand (using percentages) and in perceptions of workloads. Have students save this work so that constraints and opportunities for community projects can be focused on at the end of this lesson. Tape charts somewhere in the room so that all students can easily see them.

Information

1. Using prepared flipcharts, the teacher presents statistical concepts to students including: a histogram, a pie chart, a bar graph, mean, mode, and median. After each concept is explained, students are given an opportunity to ask questions and get clarification about the concepts. Tape the charts somewhere around the room so that all students are able to see them.

2. Using information from the daily activities exercise or from the community interviews, the teacher introduces students to

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the methodologies used in each of the statistical processes presented.

a) Using the daily activity charts, compile information. Example: from 3:00 p.m. to 3:30 p.m. what is everyone doing? This might be presented in a pie chart or a histogram.

b) Using the daily activities charts, show students how to create frequency charts or bar graphs (by sex) for various activities. Examples: time spent relaxing or in recreation; time spent studying; time spent doing chores

c) OR, Using the gender roles and community interviews, have students find means and modes of gender differences in each of the charts. (Number of hours spent on specific tasks.)

3. Discuss the meaning of the statistical information.

a) Using the statistics presented, engage the students in a class discussion by asking them to interpret the local social meanings of the gender differences they have found.

b) Ask students why the gender differences may exist. What are problems that arise as a result of these differences? What (if anything), as students, can they do, should they do, or want to do about them?

Practice

1. Put students into small groups. Each of the groups can use the information in the activities to compute statistics and draw graphs. The must use percentage, mean, mode, median, and represent at least one graph. Each group puts its information on a flipchart or the blackboard and presents its findings to the class.

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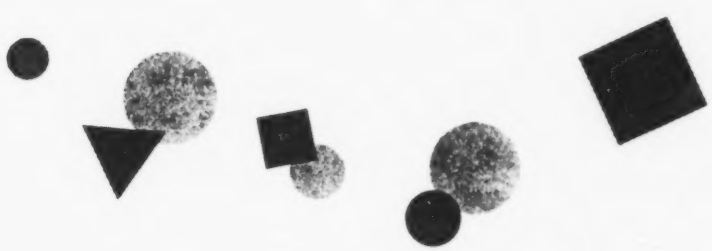
2. Review answers and ask students what kind of picture is being painted of their community or family.

Application

1. Evaluation:
   - Students are instructed to use two of the statistical tools studied during the lesson to compile and evaluate the information gathered from the interviews or daily activity schedule.
   - During a whole class discussion, students are to use their statistical analysis to discuss how gender constraints might be challenged and how new concepts might be introduced into the community at large.

Community Action

1. Students present the statistical analysis of their interviews or daily activity schedules to community members during a town meeting or to their families as homework.
2. Students also present the new concepts which community members or families mentioned during the interviews, or their ideas based on class discussion, as ways to overcome gender constraints. The town meeting or family is encouraged to discuss how the new concepts might be introduced.



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Appendix 2:

Niger: Regional Girls' Education Festivals (Fêtes des Filles)

In Niger, 92 percent of women cannot read — a statistic the government has made a commitment to change. Reasons why girls represent less than half of the students in most Nigerien schools include the need for girls to provide labor and child care to help their mothers, and the fear of many fathers that their daughters will become pregnant if sent away to another town to pursue an education, as is often necessary in the predominantly rural areas. Both parents expect their daughters to marry by age 14 or 15, and few see the benefits of anything more than a rudimentary education.

Peace Corps Volunteers are working with the Ministry of Education, their local schools, communities, parents and students to change perceptions and help keep girls in school. Fêtes des Filles — or Celebration of Girls — are becoming more common as they are usually an inexpensive way to reward girls for scholastic achievement, educate parents on the benefits of girls' education, involve community groups in a positive event, and empower (also be empowered by the participation of) local officials. What started in the eastern town of Goure in 1997 as an essay contest with girls from four towns, community meetings, sessions with successful women, an awards ceremony, mechoui (sheep and vegetable roast) and evening tam-tam dance, has since become a popular activity throughout Niger.

The strengths of this activity are its inclusiveness and the way it provides a vehicle for resources to come from within the community. This results in feelings of ownership of the event. Ownership results from the following dimensions of the activity.

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1. **Local ministry officials** are empowered through consultation and soliciting their approval and participation. They can help mobilize teachers for essay judging, session facilitation, planning and community activism. They may also donate books, pens, paper notebooks or other prizes for participants.

2. **Government officials** (such as the Mayor or deputy mayor) lend credibility and seriousness to ceremonies by attending or speaking in support of the event or girls' education. They will often also donate equipment (or as in Goure — donate two sheep for the mechoui), and can help mobilize the NGO community to donate transportation, other prizes, etc.

3. **Traditional leaders** (such as Chiefs) are empowered by requesting their participation at opening, closing and awards ceremonies. They also may contribute by mobilizing men's groups to donate chairs/equipment and housing for girls' fathers for the evening. They may donate food items or, depending on the traditional entertainment in the area, they may finance or donate the drummers or dance area.

4. **Teachers** are key in the planning and execution of all the sessions, in facilitating, guiding discussions, judging essays and quizzes, utilizing their classrooms for events, mobilizing the community and, generally, taking charge so the activity may become sustainable (or at the very least have a lasting impact).

5. **Women's and Men's Groups** are tremendous resources. The women may accept payment or donate their efforts by chaperoning girls, cooking meals, and giving local women's perspective in discussion groups. Men's groups may house girls' fathers if they are from other villages, they may participate in discussion groups, help roast sheep or set up for ceremonies. They also help mobilize the community to attend the ceremonies and participate.

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6. **Fathers and Mothers of girls** must give permission for them to participate. Because they are often the primary decision-makers regarding their daughters' education, it may be more effective to invite fathers to attend along with the girls so they can attend discussion group sessions, see their daughters receive awards, and discuss with other parents the benefits of girls' education. Your event may also take a different direction and celebrate women's accomplishments by having mothers participate in discussions and activities.

7. **Female Role Models** are powerful examples to rural girls who may not envision a life outside of subsistence farming and child-rearing. Sessions with women professionals like teachers, ministry officials, and nurses allow girls to see positive images that are relevant in their culture.

8. **Girls in primary school** participate by answering questions on a "quiz"; the top scorers are able to participate.

9. **Girls in secondary school** participate by writing essays on education or women's participation in society (the topic could be whatever the group thinks is relevant). Those whose essays receive the best scores are then able to participate in the Fete.

10. **Boys may participate** depending on the objectives of the festival. Many boys also do not have the opportunity to continue their education beyond grade school and need encouragement to continue when their future options seem limited.

11. **NGOs** in the area may participate to raise their own visibility and can help organize by being on a planning committee, donating use of their vehicle for the day, prizes for participants, use of meeting rooms or other facilities. Ideally, a host country NGO will want to be a partner in the event, hold a supporting or complementary event as part of the festival, and may become responsible for future events.

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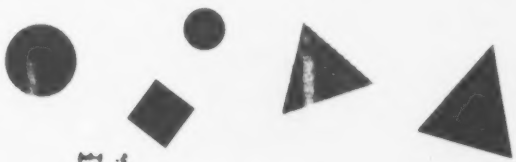
12. **Peace Corps Staff Members or WID/GAD Coordinator** may facilitate and speak with community groups during the execution of the event. This adds credibility to the event especially when the person, or his/her counterpart, is a host country national and is able to communicate well with the audience.

13. **Volunteers** Depending on the scope of the activity, there may be a lot of work Volunteers need to do in soliciting assistance from many sources, seeking speakers, securing donations, recruiting facilitators and obtaining the investment of various officials and groups. Because the initial impetus may come from the Volunteer, it is understandable that many may feel ownership of the activity or at least feel a tendency to become the driving force behind the activity's planning, organization, fund raising, and community mobilization. The *Fête des Filles* is an activity that takes long-term planning, so that it sometimes can be easier for Volunteers to "just do it" instead of drawing in participants from the groups listed above. This can be a mistake. By having patience with the different pace of planning and the varying comfort levels people may have with uncertainty (in many African communities, there is often faith that events will "happen" and participants may not feel the need to plan very precisely), the community itself will feel they put on this celebration. Teachers, ministry officials and community leaders will have contributed and planned, and rightfully so, can take credit for their work. When this happens, they will be more likely to repeat similar events in the future and the Volunteers' work will be far more lasting in the end.



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Highlights and Variations in towns across Niger:

In Baleyara: Secondary school girls came together to discuss the lives of women in Niger. Volunteers invited role models, including a Peace Corps staff member to come and discuss their personal experiences and to exchange perspectives on life as a woman in Niger. Afterwards, the girls expressed their thoughts and feelings through the creation of a mural.

In Maradi: Volunteers held an essay contest with boys and girls to see how they perceived the role of Nigerien women and discussed the history of National Women's Day. Essay contest winners attended a government/NGO organized Women's Day celebration with their mothers and read their essays at the festival.

In Konni: Sixteen girls from various villages came to Konni and eight Volunteers met with head teacher. They toured the middle school and met with female role models. The next day, the girls went to work with the role models and in the afternoon their fathers arrived and participated in small and large discussion groups.

In Goure: The festival brought together both primary and secondary school girls. The primary school girls wrote essays on the importance of girls' education and solved a math problem while the secondary school girls talked with female role models. Then everyone came together to talk about the next session, then divided into four groups: 1) fathers 2) younger girls 3) functionaries or officials 4) older girls. They worked out a problem tree (utilizing a PACA tool where a problem is identified as a tree with contributing factors as the roots feeding into it, and the leaves as possible solutions and positive outcomes) about girls' education in Niger. After that, they came back as a larger group with each smaller group having the chance to present their tree. This proved very powerful because the girls had not had the opportunity to voice their thoughts and feelings on education to their fathers and community members before.

In Torodi: Five essay winners traveled to the nearby capital where they ate lunch and talked with three educated Nigerien women. Afterwards, there was a discussion of women's rights under Islam and the girls returned to Torodi. The next day, two Peace Corps host country national staff members came to Torodi's middle school to facilitate a debate about young girls' education. PACA problem trees were created followed by discussion and then a tam-tam.

In Gaya: Talambou villagers performed skits about why parents should put their daughters in school. All school children, girls and boys, and their parents attended. Eleven female role models spoke about their work and emphasized the importance of education, which was followed by lunch and festivities.

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Appendix 3F

School Development Workshop: "Encouraging Excellence" Sample Agenda

8:00-9:00 am Sharing stories—"Students Who Shine"

Teachers share stories in small groups about some of their students who have excelled (girls). In groups, they discuss some of the factors that have contributed to this excellence. Consider factors such as: in class environment, out of class environment, home environment, and community support.

9:00-10:00 am Groups highlight their success stories and share how certain factors have helped to contribute to this success. Record this information on a flipchart entitled "Encouraging Excellence."

Ask for additional comments on what the staff can do to encourage excellence. Post these lists in the staff room.

10:15-11:00 am Teacher discussion groups—Scenarios and solutions

Each group reviews one of the following scenarios and presents to the rest of the groups. (See below.)

11:00-12:30 am Next steps—Action plans for excellence

Individual and school-wide plans are made based on the factors and methods that contribute to excellence in girls.

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Scenarios:

- You become aware that a grade seven male teacher has been soliciting favors from the female students. How would you deal with this problem?
- Awa, an 8th grade girl, did not complete her homework last night because she was pounding rice. This is the first time she has not finished her homework. How would you handle this situation?
- Binta's mother just had a baby. Binta is now expected to stay home from school to help with house chores. Do you try to appeal to the family so that Binta may return to school? Why or why not?
- Mrs. Saidy obviously treats the girls in her 6th grade class differently from the boys. For example, she always calls on the boys to answer questions and the girls do chores at school. Do you ignore the situation or do you speak up and discuss it with someone? Why or why not?
- You notice that several grade eight girls are constantly trying to impress the boys and male teachers at school by dressing provocatively. Do you deal with the situation or just let it be? What course of action would you take?
- Mama is a grade seven girl at your school who finds school challenging, but works hard and passes her exams. She comes to you and tells you she is pregnant. Mama wants to complete her schooling. What should you do?
- Buba is a ninth grade boy and confided in you that his girlfriend Mama is pregnant. He wants to finish his schooling. What is Buba's fate? How can you help Buba?

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Appendix 4:

Improving Educational Opportunities for Girls: Getting Girls Into School and Keeping Them There

Excerpts reprinted with permission from Institute for International Research Consortium. The publication was developed by the IIR Consortium under Contract #HNE-5848-C-00-6046-00, The Girls' and Women's Education Activity, United States Agency for International Development (USAID), Office of Women in Development, Bureau for Global Programs, Field Support and Research.

Many factors shape the environment in which girls receive a basic education — government policy and practice, the school system, community practices, religious beliefs, and cultural attitudes and behaviors. Key actors who influence the kind of education (or lack of it) that girls receive include national politicians, community leaders, religious leaders, the business community, the media, teachers, parents and even the girls themselves. To enroll girls in school and keep them there, these key actors in society need to actively identify ways to contribute time and resources to promote girls' education. They must work to transform factors that inhibit girls' school participation and strengthen those that support their successful completion of school.

Getting girls into school requires that:

- national policies favor girls' attendance;
- school facilities are safe;
- schooling is affordable.

Keeping girls in school requires that:

- they live in a society where they are encouraged to participate and do their best;

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- schooling is relevant to their lives;
- they participate fully in learning.

Government ministries and political leaders can:

- reduce the direct and indirect costs of schooling
- develop policies that benefit girls; eliminate punitive pregnancy policies; teach children in the lower grades in home languages that they can understand without out-of-school study time;
- develop policies to protect girls' security; establish age of entry policies to enroll girls in school and complete the primary cycle before puberty; establish textbook policies that provide books to girls and let them take them home to study
- place a priority on supporting basic education and increase funding for primary education
- create more school places — use school mapping to target under-served locations
- introduce the use of double-shifts and multi-grades
- establish repetition policies and automatic promotion policies
- develop policies and introduce incentives to attract and support female teachers in rural schools
- introduce flexible scheduling of the school calendar
- provide tax benefits to parents for sending their daughters or wards to school
- conduct social marketing campaigns to inform the community about the benefits of educating girls and to learn more about why not all girls attend school
- revise the curriculum to make it more relevant to the education of girls

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- place a priority on developing science, math and technology programs that get girls intimately involved in learning
- revise textbooks — replace negative images or stereotypes about girls and women; incorporate activities that specifically involve girls and introduce positive stories about women and girls and their contributions to society
- increase spending on learning materials
- introduce gender sensitization programs for ministry and school personnel
- provide role models and mentoring programs
- explore cross-ministry and sector efforts to improve the health of school children and girls in particular
- introduce alternative learning programs such as community schools, schools-of-second-chance, evening classes, and other programs that are responsive to the learning needs of many girls
- conduct on-going school-level research in order to learn more about the classroom experiences of girls

The religious community can:

- specify and publicize how religious teachings support girls' education
- conduct community-based dialogues and form planning committees to discuss ways to sponsor girls' education in their area
- sponsor or take part in a symposium that brings different religious leaders and groups together to discuss girls' education and the role and actions that religion plays in encouraging or discouraging girls' schooling

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- develop community-based child care programs to free girls from childcare responsibilities
- sponsor parenting programs that promote encouragement of girl children
- develop community-based maintenance programs to improve routes that girls use to walk to school
- collaborate with communities to build latrines and promote girls' safety
- write a series of editorials about girls' education
- speak publicly in support of girls' education at conferences, religious seminars and meetings and in community fora
- promote girls' education on radio and television

The business community can:

- sponsor school-level competitions that encourage improved access, participation and persistence for girls
- develop community-based child care programs
- support community-based maintenance programs to improve routes that girls use to walk to school
- build latrines and other infrastructure improvements at schools
- sponsor community-based programs on how parents can support their daughters' education
- develop programs to provide library books, sports equipment, exercise books, pencils and other supplies to schools
- sponsor scholarship programs for girls

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- pay for advertising (e.g., billboards, newspaper advertisements) with a slogan that represents the goal and vision of girls' education (e.g., "little by little we will go far")
- encourage and sponsor employees and staff to become involved in efforts to promote girls' education
- provide experts to work with the ministry and schools to improve the curriculum, instruction and training
- place the slogan on their company vehicles — "(name of company) supports girls' education....."
- sponsor coupon books that can be sold to raise funds for girls' education — (e.g., companies/businesses offer coupons for services at a reduced rate for the people who purchase the coupon books)
- assist in the development of labor-saving technologies at the community level

Communities can:

- establish community-based child care programs to free girls from the responsibility of caring for younger siblings
- ensure that routes children use to walk to school are safe and well-maintained
- assign chaperones to accompany girls to school
- use participatory exercises to determine why school-age children, particularly girls, are not in school and propose actions to overcome constraints
- introduce labor-saving technologies to free up girls' time
- ensure that the school is secure for girls

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- provide adequate and sanitary latrines
- install a birth registration program to keep track of school-age girls

NGOs can:

- conduct social marketing campaigns to inform the community about the benefits of educating girls and to learn more about why not all girls go to school
- provide role models and mentoring programs
- introduce alternative learning programs such as community schools, schools-of-second chance, evening classes, and other programs that are responsive to the learning needs of many girls
- use participatory exercises to determine why school-age children, particularly girls, are not in school and propose actions to overcome the constraints
- introduce labor-saving technologies to free up girls' time
- pay for advertising (e.g., billboards, newspaper advertisements) with a slogan that represents the goal and vision of girls' education (e.g., "little by little we will go far")

The media can:

- provide radio and TV spots that heighten awareness about the needs for girls' education and repeat the slogan, goal and vision statement periodically throughout the day
- produce a documentary about the factors that influence a girl's education and identify ways that different groups (parents, business people, politicians) can provide support

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- write a series of editorials about girls' education
- produce a TV series or soap opera that focuses on girls' education in rural and urban areas and discusses different issues each week that girls face (extra work, harassment, discrimination, expectations)
- sponsor fundraising campaigns in which donors are identified and the common goal is highlighted each day/week
- produce a weekly radio program that highlights what different schools are doing to promote girls' education and acts as a catalyst to advance school-level initiatives

Entertainment personalities/artists/well-known athletes can:

- give musical performances to raise resources for girls' education
- become spokespersons to different groups (e.g., unions, civic clubs) and in the media to advocate for girls' education
- donate art for public fundraising auctions
- perform promotional spots to promote girls' education
- conduct school visits and serve as role models

Schools can:

- strengthen school-community links by supporting parenting programs and encouraging the formation of school boards and parent associations
- develop regulations dealing with inappropriate behavior towards girls
- ensure that the school is safe for girls

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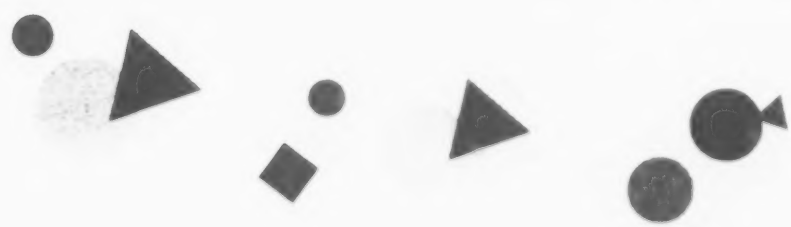
- provide an adequate number of sanitary latrines
- ensure that girls have the same opportunity as boys to receive textbooks and other instructional materials
- ensure that school chores are equitably assigned to both boys and girls

Teachers can:

- encourage girls to become more actively engaged in classroom learning activities
- provide positive reinforcement to girls when they give correct answers
- develop classroom rules that promote respect for both boys and girls
- ensure that boys and girls have an equitable assignment of chores in the classroom
- provide textbooks and other instructional materials to girls
- create study and discussion groups for girls to help them with homework and daily issues
- assign leadership roles to girls as well as boys
- refrain from using personal rebukes when correcting or punishing students



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Parents can:

- provide time for girls to do homework and study at home, and check their work when possible
- distribute home chores equitably between sons and daughters
- encourage daughters and sons to get enough sleep
- show daily interest in their daughter's school work
- provide them with learning materials and uniforms
- ensure that they eat a good breakfast and lunch

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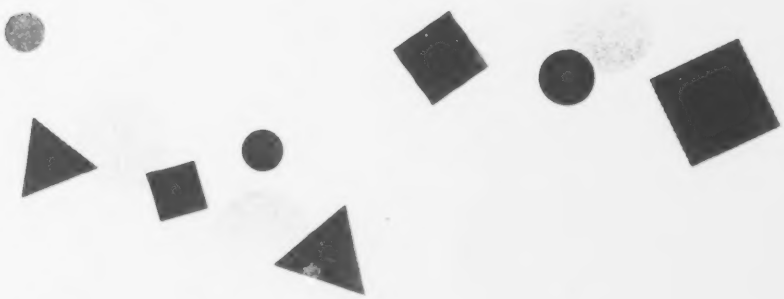
Girls can:

- ask teachers for help when they don't understand or don't know an answer
- recognize that not all subjects are easy and that they should try as hard as boys to master them
- walk to school together with other pupils
- take their textbooks home and make time to study and do homework
- form study groups with others



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Here's my idea(s) that might be useful in future idea books:

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